FOREWORD

A comprehensive programme to teach Arabic in the Arabic language has been developed in the Daarul Uloom in Karachi with the assistance of our teacher Dr. Ameen Misri Ansaar in 1954. He was then serving as the cultural attaché in the Syrian Embassy. He opened over twenty Arabic night classes in the Karachi region and fixed a preparatory course to prepare teachers for each of these classes. I was still studying at the Daarul Uloom then, but because of my deep interest in the Arabic language, he included me in the course and handed over one of the classes to me after two to three months.

His manner of operation was to prepare a lesson and to then demonstrate to the teachers how to teach it and make then do the same. It was the collection of these lessons that have finally been published under the name of "*At Tareeqatul Jadeedah*". However, because he was recalled to Syria prematurely, he did not have the opportunity to review the book, otherwise it would have been better than it presently is. Nevertheless the book has been printed several times in Pakistan and has benefited students tremendously.

I had the opportunity to teach the book from the very beginning and have been doing so for the past few years. I have experienced many new and beneficial things while teaching the book to Pakistani students and have made a note of these. According to these, I have started a new collection of lessons of the "*At Tareeqatul Jadeedah*" and these have now been compiled together.

After completing my studies, I was appointed lecturer at Jaami'atul Uloomil Islaamiyyah and was entrusted to teach Arabic together with a few other subjects. I started teaching this new collection of lessons to the first class and it was in 1962 that a stencil was made of the lessons and it was printed in book form under the name "*At Tareeqatul Asariyyah*". Thereafter, a new book was added every year. When the

first part was printed in 1973, several educational institutions introduced the book into their syllabus and many teachers wrote to thank us for making their task easier. They also made many du'aas for us. This is because "*At Tareeqatul Asariyyah*" includes an exercise after every lesson, which requires the student to translate from Arabic to Urdu (or English) and vice versa. The relevant Arabic rules for each lesson have also been included to give the student a deeper insight into the lesson.

The syllabus committee of Pakistan's "*Wifaaqul Madaarisil Arabiyyah*" have therefore included the book into their first year syllabus.

This fifth edition now has many new additions. May Allaah make it a source of great benefit to all.

SOME GUIDELINES TO BEAR IN MIND WHEN STUDYING THIS BOOK

A child learns his mother tongue from his mother and the people around him without the need for an interpreter or another language as a medium of instruction. If this means of learning can be used by adults, it would make learning a language extremely easy. To attain proficiency in the language, it is however necessary to translate. What is also beneficial is for the student and teacher to share a common language.

It is with this in mind that this book has been compiled by Dr. Ameen Misri رحمه الله, using material from other books and from his personal experience as well. Hereunder follows a few guidelines to assist teachers in teaching this book:

1. The beginning of the book contains short words and sentences to make it easy for the teacher to explain, e.g. take a book in your hand and lifting it up, say, "**كتاب**". Let the student repeat the word in turn and then, taking it in the left hand, point to it with the right hand and say, "**هذا كتاب**". Let the students repeat this as well. Then point to the book again and ask the question, "**ما هذا**". Do this with several objects and then point to a student, asking, "**من هذا؟**". In this way, the students will learn that there is a difference between the interrogatives **ما** and **من** .

2. If possible, try to take along to the class with you every item that the lesson discusses. Try not to translate words if possible, but it may be necessary if it is difficult to convey the message otherwise. You may even draw a sketch on the board if necessary.

3. The book has been written in a manner that the difference between masculine and feminine words are noted. In this manner, many rules of the language will become self-evident. For example, the pronouns like هذا , هذه , تلك , etc will have been arranged in such a manner that the student will be able to use them correctly without learning the grammatical rules.

4. The terminologies discussed in every lesson have been put into practise so that they may be properly understood. Terminologies have not been emphasised so as not to burden the beginner with too many terminologies.

5. The present and future tenses (مضارع) of verbs have been discussed before the past tense so that the teacher is able to demonstrate the action. For example, the teacher may take a pen and write something, saying to the students, "انا اكتبُ". He may then read a book and say, "انا أقرأ". He may then even use the command and tell a student, "أكتُبْ". In the reply, the student will start to write. The teacher may then say, "ماذا تفعل". In reply, the student will say, " انا اكتبُ". The teacher may then address a third person and ask, " ماذا يفعل خالد؟". The student will then reply by saying, "خالد يكتب". Thereafter, the teacher would initiate practice in the dual and plural forms of the verb, as well as more practice in the first, second and third persons. It is after this that the teacher should proceed to the past tense.

6. The book has been arranged in such a manner that it will benefit both male and female students. Therefore, the feminine gender words have been added together with the masculine in all the lessons. Simplified principles have also been added to the end of the lessons to make it easy to switch between the various forms of the verb.

7. Do your best to get the students to pronounce the words correctly and also to read the sentences with a *Sukoon* on the last letter of the last word e.g. Instead of saying "هذا كتابٌ" , say "هذا كتابْ" .

8. Let every student read every lesson without exception and complete everything requiring practice in every lesson. Let the students translate all Urdu (or English) sentences into Arabic and all Arabic sentences into Urdu (or English) for further practice. Also explain the meanings of all new words.

   Furthermore, if there are many students, allow one student to read a paragraph at a time and let the others repeat loudly after him. This will be done after questions and answers. Their written work must then be checked and corrected when they arrive for the following lesson. If there are too many students, one student may read his answers out aloud and the teacher should correct him if necessary. The others may then correct their own work.

9. Dictation passages have been added in certain lessons. When the day comes for dictation, the students should write it in their exercise books, after which the teacher should correct it. In this way, they will be able to write passages without errors.

10. Before every lesson, prepare a mental strategy of the easiest method by which you would be able to teach the lesson to the students.

11. Since there usually are typographical errors in the books, read through every lesson beforehand to identify these and bring them to the attention of the students.

12. Add appropriate examples of your own to supplement the lessons and exercises.

رَبَّنَا تَقَبَّلْ مِنَّا إِنَّكَ أَنتَ السَّمِيعُ الْعَلِيم
وَ صَلَّي اللهُ عَلَي سَيِّدِنَا وَ مَوْلَانَا مُحَمَّدٍ وَّ اٰلِهٖ وَ اَصْحَابِهٖ
و الْحَمْدُ للّٰهِ رَبِّ الْعَالَمِينَ

Abdur Razzaaq Iskandar. Dr Moulana – Rector of Jamia Binori Town

9 Dhul Hijjah 1409
13/07/1989

LESSON ONE

Exercise
Page 10

1. Add the word هذا to the following words and read them:
   …….
2. Translate the following into Arabic:

- This is a pencil
- This is a window
- This is a wall
- This is a pillar
- This is a boy
- This is a man
- This is a father
- This is Sa'eed
- This is a teacher
- This is an Aalim

Some grammatical definitions:

Ism Ishaara (اسم الإِشارة) – This is a word that points towards something, e.g. هذا كتاب.

The word هذا is an *Ism Ishaara* and used for single masculine words that are close by, e.g. هذا كتاب means "this is a book" (not 'that' is a book).

ما؟ - This word is used to ask about something.

من؟ - This word is used to ask about someone.

Vocabulary:

	This (masculine)			Man

	Water			What is this?
	Boy			Pencil
	Table			Who is this?
	Door			Pillar
	Son			Wall
	Roof			Window
	Horse			Stone
	Guard			Tumbler

LESSON TWO

Exercise
Page 12

1. Add the word هذه to the following words and read them:
   …….
2. Translate the following into Arabic:

   - This is a room
   - This is a tree
   - This is a pair of spectacles
   - This is a bicycle
   - This is a clock
   - This is a school
   - This is a car
   - This is Sa'eeda
   - This is a teacher (lady)
   - This is a girl

3. Translate the following into English:

   …..

Some grammatical definitions:

Mu'annath (مُؤنّث) – A feminine word e.g. شاة, اِمرأة

The word هذه is an *Ism Ishaara* and used for single feminine words that are close by. Feminine words are usually recognised by the letter ة , which appears at the end of the word and, when stopping, is read as the letter ه .

Vocabulary:

	This (feminine)			Woman

	Goat			Clock
	Girl			Bicycle
	Exercise book			Fan
	Car			Flower
	Tree			Ruler
	Bag			Broom
	Room			Spectacles
	Blackboard			Mother
	Rose			Girl

LESSON THREE

Exercise
Page 14

1. Translate the following into Arabic: (masculine)

   - That is a Masjid
   - That is a field
   - That is a house
   - That is a bed
   - That is a street
   - Who is that?
   - That is a student
   - That is a writer (clerk)
   - That is a Mu'adhin
   - That is Sa'eed

2. Translate the following into Arabic (feminine):

   - That is a room
   - That is a tree
   - That is the sun
   - That is a bicycle
   - That is an aeroplane
   - That is a woman
   - That is a girl
   - That is mother
   - That is Faatima

Some grammatical definitions:

ذاكَ -The word is an *Ism Ishaara* and used for single masculine words that are not too far away.
ذالكَ -The word is an *Ism Ishaara* and used for single masculine words that are far away.
تِلكَ -The word is an *Ism Ishaara* and used for single feminine words that are far away.

Vocabulary:

	That (masculine)			Field
	Aeroplane			That (feminine)
	House			Rose
	Sun			Bed
	Street			Car
	Writer (clerk)			Bicycle
	Boy			Girl
	Bus			That (masculine)

LESSON FOUR

Exercise
Page 16

1. Use the following words in sentences:

    - Masculine:
    - Feminine:

2. Answer the following questions yourself:

3. Convert the following sentences to the feminine gender:

Some grammatical definitions:

اسم ضمير – This is a noun denotes the first, second or third person in a sentence e.g. **أنا** , **أنت** , **هو**

متكلم – The speaker i.e. the first person

مخاطب – The person being addressed i.e. the second person

غائب – The person who is being spoken about i.e. the third person

Vocabulary:

	Me (used for masculine and feminine)			Him
	Yes			You (masculine)
	Her			No
	Happy			You (feminine)

	Are? Is?			But
	Sick			

LESSON FIVE

Exercise
Page 18

1. Add the letter ي to the following words and then read them e.g. هذا رأسي:
2. Add the letter ك to the following words and then read them e.g. هذا رأسك:
3. Translate the following sentences into Arabic:

Some grammatical definitions:

- Whenever the speaker wishes to attribute anything to himself, he adds the letter ي to the end of the word, regardless of whether he is male or female e.g. كتابي , قلمي
- When attributing something to a male who is being addressed, add the letter كَ (with a Fatha) to the end of the word.
- When attributing something to a female who is being addressed, add the letter كِ (with a Kasra) to the end of the word.
- Each of these letters added to the word is called a ضمير .
- When asking about whom something belongs to use the word لِمَن .

Vocabulary:

	My book			Friend
	Companion (male)			Where
	Your pen			Face
	City			Country
	Mouth			tongue
	Head			Heart
	Stomach			Back
	Nose			Skin
	O Khlaalid			Muslim

	Karachi	[redacted]		Chest
	Whose?	[redacted]		

LESSON SIX

Exercise
Page 20

Some Principles of Dictation

1. The masculine اسم اشارة word هذا is written without the letter ا , although it is pronounced as هاذا .
2. The feminine اسم اشارة word هذه is written without the letter ا , although it is pronounced as هاذه .

Vocabulary:

	Ceiling				Corner
	Carpet				Roof
	Cupboard				Gutter
	Dark				Staircase
	Light				Kitchen
	Neighbour				Night
	Place				Box
	Day				Bathroom
	Hole				File
	Toilet				Mat
	Ballpoint pen				House
	Room				Lock
	Palace/mansion				Edge
	Key				

LESSON SEVEN

Exercise
Page 22

1. Use the *Dhameer* هو with the following words:

2. Translate the following into English:

3. Translate the following into Arabic:

    - This is my brother
    - He is a student
    - Where is your brother?
    - Where is his room?
    - Where is your school?
    - Who is your teacher?
    - Where is your house?
    - This is my friend?
    - This is his book
    - This is his exercise book

Some grammatical definitions:

- The *Dhameer* ه is used to attribute something to a male who is not present
- The *Dhameer* ها is used to attribute something to a male who is not present

Vocabulary:

	Brother			Sister
	Eye			Ear
	Hand			Shoulder
	Leg			Thigh
	Foot			Calf
	Knee			Mother

	Finger			His book
	Her pen			

LESSON EIGHT

Exercise
Page 24

1. Translate the following into Arabic:

    - I am a student
    - My name is Khaalid
    - This is my school
    - That is my classroom
    - That is my book and this is my exercise book
    - This is my teacher and that is my friend
    - This is the school's clerk and that is the school's janitor

2. Translate the following into English:

Some grammatical definitions:

The terms كيف أنتَ or كيف أنتِ or كيف حالك are used to ask how a person is. The common replies are: أنا بخير و الحمد لله or طيّب or just الحمد لله

Vocabulary:

	Classroom			Janitor
	Clerk			Dialogue
	Sick			Healthy
	City			Energetic
	Companion (female)			Lazy
	Tired			

LESSON NINE

Exercise
Page 26

1. Translate the following into Arabic:

O Khaalid!	Yes!
Where is your brother?	My brother is at the school
Where is your father?	My father is in the Masjid
Where is your teacher?	My teacher is in the classroom
Where is your friend?	My friend is at home
Where is your principal?	My principal is in the office

2. Translate the following into English:

Vocabulary:

	In			Pocket
	On/Upon			Roof
	Sparrow			On top
	Beneath			Sky
	Child			Flowers
	Garden			Ground
	Cat			Principal
	Office			Classroom

LESSON TEN

Exercise
Page 28

1. Translate the following into Arabic:

   - I have two books, two pens, two slates and two exercise books
   - Khaalid has two brothers and two sisters
   - Aslam has two watches
   - Sa'eed has two hats
   - The room has two windows
   - These are two trees
   - These are two flowers

2. Translate the following into English:

<u>Some grammatical definitions:</u>

هذان -The word is an *Ism Ishaara* and used for dual masculine words that are nearby.

هتان -The word is an *Ism Ishaara* and used for dual feminine words that are nearby.

When a singular word is converted to dual, the letters ان are added to the end of the word, e.g. كتاب becomes كتابان .

Vocabulary:

	These two (masculine)			These two (feminine)
	Mine			Aeroplane
	Wings (pair)			With me
	Hat			Flower
	Dual			Khaalid's

	Slate			

LESSON ELEVEN

Exercise
Page 30

1. Convert the following words into dual nouns, e.g. رأسان:

2. Use the following words in sentences:

   Masculine:

   Feminine:

Some grammatical definitions:

- The *Dhameer* نحن is used for the speaker and applies equally to singular, dual and plural.
- The *Dhameer* أنتما is used for the second person in the dual form and applies equally to both masculine and feminine.
- The *Dhameer* هما is used for the third person in the dual form and applies equally to both masculine and feminine.

When referring to two different things, they will be stated individually with the conjunction و between them e.g. هذان خالد و محمود

N.B. Parts of the body that are singular are usually masculine (e.g. رأس), while those that are paired are usually feminine (e.g. عين) even though they may not have the letter ة at the end.

Vocabulary:

	We			You two
	Those two			And
	Flower			Heart

	Palm			Tooth

LESSON TWELVE

Some Principles of Dictation

1. The masculine اسم اشارة word هذان is written without the letter ا , although it is pronounced as هاذان.
2. The word أنا (I) is written with the letter ا , although it is pronounced as أَنَ.

Vocabulary:

	Hair			Grandfather
	Lip			Grandmother
	Neck			Grandson
	Finger			Locality
	Heart			Nightingale
	Liver			Granddaughter
	Lung			Pigeon
	Brother			Dog
	Sister			Rat
	Uncle (paternal)			Scorpion
	Aunt (paternal)			Snake
	Uncle (maternal)			Aunt (maternal)

LESSON THIRTEEN

Exercise
Page 28

1. Translate the following into Arabic:

    - This is a school
    - This is the school's classroom
    - This is the boarding quarters
    - This is the student's room
    - These are the teachers of the school
    - This is a garden. It has tall trees and beautiful flowers
    - This is a girls' school and these are its students

2. Translate the following into English:

Some grammatical definitions:

1. In Arabic, dual is referred to as **تثنية** or **مثنّى** .

2. Three or more (plural) is referred to as **جمع** . Because there is no fixed rule of converting a word to the plural in Arabic, you should remember the plurals as you come across them.

3. When pointing to the plural of things (non-human), the *Ism Ishaara* **هذه** is used when the objects are nearby and the *Ism Ishaara* **تلك** is used when they are far off, e.g. **هذه كتب** , **تلك كراسات** . However, when pointing to the plural of people, the *Ism Ishaara* **هؤلاء** is used when the objects are nearby and the *Ism Ishaara* **أولاء** is used when they are far off, e.g. **هؤلاء رجال** , **أولاء نساء** . These words are used equally for males and females.

Vocabulary:

	Rooms			Them

	These (things)			Those (people)
	Women			Beautiful
	Clean			Roads
	Girls' school			

LESSON FOURTEEN

Exercise
Page 36

1. Convert the following words to the dual form:

2. Translate the following into English:

Some grammatical definitions:

- The *Dhameer* أنتما is used for the second person in the dual form and applies equally to masculine and feminine.
- The *Dhameer* هما is used for the third person in the dual form and applies equally to masculine and feminine.
- The *Ism Ishaara* ذانك is used when pointing to masculine words in the dual form when they are far away.
- The *Ism Ishaara* تانك is used when pointing to feminine words in the dual form when they are far away.

Vocabulary:

	You two			We
	Those two			Those two (masculine)
	Those two (feminine)			

LESSON FIFTEEN

Exercise
Page 38

1. Translate the following into Arabic:

O Children! Where are you?	We are in the garden
Who is that child?	He is a student
Where is he sitting?	He is sitting under a tree
Where are you now?	We are now sitting in the car
Where are you going to?	We are going home

2. Convert the singular words into plurals

Some grammatical definitions:

- The *Dhameer* أنتم is used for the masculine second person in the plural form.
- The *Dhameer* أنتنّ is used for the feminine second person in the plural form.
- The *Dhameer* هم is used for the masculine third person in the plural form.
- The *Dhameer* هنّ is used for the feminine third person in the plural form.

Vocabulary:

	You (many males)			You (many females)
	They (many males)			They (many females)
	Sitting			Going
	O children!			

LESSON SIXTEEN

Exercise
Page 40

1. Translate the following into Arabic:

- This is a great scholar
- This is a small child
- That is a medium-sized house
- Islamabad is a large city
- This is a small marketplace
- My town is Multan
- Multan is an old city
- This is a large library
- This is a small car
- That is an old bicycle

2. Translate the following into English:

Some grammatical definitions:

In Arabic, the object being described appears before the descriptive word regardless of whether the description is good or bad. If the object being described is masculine, the descriptive word will also be masculine and if the object being described is feminine, the descriptive word will also be feminine.

Vocabulary:

	Marketplace			Tumbler
	Cup			Friend
	Big			Small
	Medium-sized			Fat
	Weak			Old
	Bicycle			Strong
	Weak			Locality

	Plate			Library
	Thorn			Spoon

LESSON SEVENTEEN

Exercise
Page 42

1. Translate the following into Arabic:

    - This is a high wall
    - This is a short pillar
    - This is a long table and this is a medium sized one
    - This is a short measure
    - That is a tall tree
    - He is a tall man
    - This is a long street
    - This is a long day
    - This is a medium-sized room

2. Translate the following into English:

Some grammatical definitions:

The words أ and هل are both used to ask questions.

Vocabulary:

	Long			Is?
	Is?			Street
	Holiday			Narrow
	Road			Day
	Period			Broad
	Place			Long/Tall
	Short			Deep
	Fast			Slow

LESSON EIGHTEEN

Exercise
Page 44

Some Principles of Dictation

1. When writing the *Ism Ishaara* هؤلاء, the ا is not written, although the word is pronounced as هاؤلاء .
2. When writing the *Ism Ishaara* أولئك, the ا (after the ل) is not written, but pronounced and the letter و is written but not pronounced.

Vocabulary:

	Wardrobe			Old man
	Kitchen			Old lady
	Fit/energetic			Lazy
	Young man			Library
	Young woman			Pious women
	Between			Deep
	Well			Book shop
	Storeroom			

LESSON NINETEEN

Exercise
Page 46

1. Translate the following into Arabic:

    - This is my pen
    - It is green in colour
    - This is a beautiful pen
    - This is Khaalid's watch
    - It is white
    - This is a lovely watch
    - This is a red hat
    - This is a green tree
    - This is a red flower

2. Translate the following into English:

Some grammatical definitions:

The words أبيض , أسود , etc are used to describe the colour of masculine words, while the female counterparts are words like بيضاء , سوداء , etc.

Vocabulary:

	White			Black
	Red			Green
	Colour			Handkerchief
	Yellow			Blue
	Beautiful			

LESSON TWENTY

Exercise
Page 48

1. Translate the following into Arabic:

- This is a zoo
- There is a lion inside
- The lion is a strong animal
- There is a rabbit inside
- The rabbit is a weak animal
- There is an elephant inside
- The elephant is a large animal
- There is a deer inside
- The deer is a fast animal
- It has tall trees and beautiful flowers

2. Use the following words in sentences:

Vocabulary:

	Gardener			Rabbit
	Plantation			Cat
	Horse			Fowl
	Camel			Pigeon
	Buffalo			Peacock
	Cow			Lion
	Bull			Donkey
	Ugly			Goat
	Deer			Sheep
	Fast			Bird
	Cunning			Elephant
	Crow			Fox
	Strong			Zoo

LESSON TWENTY ONE

Exercise
Page 50

1. Translate the following into Arabic:

- I am with my father
- Khaalid is with his neighbour
- The student is in front of the teacher
- Mahmood is in between Shaahid and Khaalid
- Shaahid is behind Mahmood
- My school is in front of the Masjid
- Where are you Jameel? I am in front of you, Sir.
- Where is the Masjid, dear brother? The Masjid is in front of you.

2. Translate the following into English:

Vocabulary:

	With			Neighbour
	Between			Principal's office
	Building			In front
	Inside			Behind
	Bathroom			Behind
	Toilet			Right
	Left			Outside
	Window			

LESSON TWENTY TWO

Exercise
Page 52

1. Translate the following into Arabic:

    - This is Khaalid. He is by his classroom
    - My house is close to the school
    - My house is far from the marketplace
    - Raawilpindi is far from Karachi
    - The airport is far from the city and the harbour is far as well
    - I have your book with me

2. Translate the following into English:

Vocabulary:

	Near			Far
	With			Between
	Key			Porter
	Notebook			Post office
	Marketplace			Newspaper
	Harbour			Airport
	Railway station			

LESSON TWENTY THREE

Exercise
Page 54

1. Translate the following into Arabic:

    - I am going
    - I say
    - I am opening the exercise book
    - You are reading the book
    - Khaalid is going
    - Shaahid is coming
    - Go, Saleem!
    - Shaahid! Open the door, sit down and read a book

2. Translate the following into English:

Some grammatical definitions:

- A verb in the present or future tense is called **فعل مضارع** .
- The singular speaker of the **مضارع** verb is recognised by the letter أ at the beginning, e.g. **أذهب** .
- The plural speaker of the **مضارع** verb is recognised by the letter **ن** at the beginning, e.g. **نذهب** .
- The singular first second person of the **مضارع** verb is recognised by the letter **ت** at the beginning, e.g. **تذهب** .
- The singular third person of the **مضارع** verb is recognised by the letter **ي** at the beginning, e.g. **يذهب** .

Vocabulary:

	I am holding/ I am taking			I am opening

	What must I do?			Take!/Hold!
	I am reading			Open!
	Read!			Lock!
	I am looking			I am going
	I say			He is coming
	Go!			Sit!
	Letter			Write!

LESSON TWENTY FOUR

Exercise
Page 56

Some Principles of Dictation

و - Although only one **و** is written in the word **داؤد** , it is read as two i.e. **داوُود** . However, in other similar words, the letter **و** is written and read e.g. **طاووس** .

There are some words in which the **و** is written but not read, e.g.:

Written as:	**Read as:**

Vocabulary:

	Nobleman			He likes
	Intelligent			He dislikes
	Stupid			He is drinking
	Drink!			He is eating
	Laugh!			He is laughing
	Cry!			He is crying
	Forget!			He is screaming
	University			He is silent
	Eat!			Remember!
	School			He forgets
	College			He remembers

LESSON TWENTY FIVE

Exercise
Page 58

1. Translate the following into Arabic:

- I am going
- I say
- I am opening the exercise book
- You are reading the book
- Faatima is going
- Zaynab is coming
- Go, Sa'eeda!
- Na'eema! Open the door, sit down and read a book

2. Translate the following into English:

Some grammatical definitions:

- The singular speaker of the feminine **مضارع** verb is recognised by the letter **أ** at the beginning, e.g. **أذهب** .
- The singular first second person of the **مضارع** verb is recognised by the letter **ت** at the beginning and the letters **ين** at the end, e.g. **تذهبين** .
- The singular third person of the **مضارع** verb is recognised by the letter **ت** at the beginning, e.g.**تذهب** .

THE COMMAND

When the second person is told to carry out an act, this command phrase is referred to as **فعل امر** . This command is made from the **مضارع** verb by removing the signs by which the **مضارع** verb is recognised. If the letter after this letter of recognition is a Saakin letter (letter with a

Sukoon), the letter will receive a Hamza (ا) and the last letter will receive a Sukoon (ْ) e.g. افتح .

Now if the letter after this letter of recognition is a *Mutaharrik* letter (letter with a *Harkat*), there will be no need to add a Hamza (ا) to the beginning, though the last letter will still receive a Sukoon (ْ) e.g. قِفْ . This may be converted to the feminine gender by adding the letter ي to the end of the word, e.g. قِفي .

Vocabulary:

	I am holding/ I am taking			I am opening
	What must I do?			Take!/Hold!
	I am reading			Open!
	Read!			Lock!
	I am locking			I am going
	I say			He is coming
	Go!			Sit!
	Letter			Write!

LESSON TWENTY SIX

Exercise
Page 60

1. Translate the following into Arabic:

   - Shaahid! Get up from here, take a chair and sit down.
   - Khaalid is going to school
   - It is now time for salaah. I am going to the Masjid.
   - I am returning home
   - Shaahid returns from school and plays in the garden
   - The child is going to his mother
   - Jameel sits with respect before his father

2. Translate the following into English:

<u>Some grammatical definitions:</u>

The verb forbidding the addressee from doing something is called **فعل نهي** . To form the **فعل نهي** , add the letters **لا** to the beginning of the **مضارع** verb and then add a *Sukoon* (ْ) to the last letter e.g. **لا تَذْهَبْ** .

Vocabulary:

	I am standing			I am walking
	I am leaving			Do not go
	Do not sit			In the morning
	He is returning			Haaji
	Now			Time of salaah
	He is playing			From here
	Sitting with respect			School

	Garden			

LESSON TWENTY SEVEN

Exercise
Page 62

1. Translate the following into Arabic:

- Faatima! Get up from here, take a chair and sit down.
- Zaynab goes to school in the morning, returns in the evening, performs her salaah and recites the Qur'aan.
- The little girl is going to her mother
- Sa'eeda sits with respect before her father

2. Translate the following into English:

<u>Some grammatical definitions:</u>

The masculine **فعل نـهي** is converted into the feminine gender by adding the letter ي to the end e.g. **لا تذهبي**

Vocabulary:

	Do not play			Road
	Ground			She enters
	She performs salaah			She recites Qur'aan
	She baths			She cooks
	She worships			Bath!
	Cook!			Worship!

LESSON TWENTY EIGHT

Exercise
Page 64

1. Translate the following into Arabic:

   - Take this letter, Jameel.
   - This is your brother's letter
   - Open it and read it
   - Then take a pen and page and reply to it
   - Khaalid is ill today and will not be going to school
   - Dear brother Shaahid! Will you be going to your town?
   - Do write down your address

2. Translate the following into English:

3. Complete the text

Vocabulary:

	Letter			envelope
	I am putting			Address
	Postbox			I am making du'aa
	Put!			Attendance register
	Make duaa!			Attendance
				Names
	Request			Postage stamp
	Postman			Then
	Post Office			

LESSON TWENTY NINE

Exercise
Page 66

1. Translate the following into Arabic:

    - Take this letter, Zaynab.
    - This is your father's letter
    - Open it and read it
    - Then take a pen and page and reply to it
    - Sa'eeda is ill today and will not be going to school
    - She is writing a request to her teacher
    - Faatima says, "I am taking my pen and writing in my exercise book."

2. Translate the following into English:

3. Complete the text

Vocabulary:

	Put it			Where are you sending it to?
	Complete!			Chalk
	Put!			Send!
	Stand!			

LESSON THIRTY

Page 68

Some Principles of Dictation

The round letter ة (تاء مربوطة) will be written in the rounded form when it appears at the end of a noun in the singular form with a Fatha before it. It will also be written such when appearing at the end of a broken plural (جمع تكسير) which is the plural of a word with the letter ي at the end e.g. غازي غزاة .

When welcoming a guest, greet with the words: اهلاً و سهلاً و مرحباً

Vocabulary:

	She asks			She says
	I ask			Say!
	She replies			She eats
	Reply!			Eat!
	She listens			She drinks
	Listen!			Drink!
	Apple			Sitting
	Sweets			Happy
	He sends			Welcome!
	I am sending			

LESSON THIRTY ONE

Exercise
Page 70

1. Translate the following into English:

2. Translate the following into Arabic:

- Khaalid went to the door and opened it
- He left the room and went home
- I have a friend whose name is Shaahid
- He lives in Islamabad
- I wrote a letter to him
- Naasir came and Haamid left

Some grammatical definitions:

The **فعل ماضي** is the verb in the past tense e.g.

Vocabulary:

	He asks			I looked
	Ask!			Magazine
	You remembered			Remember!
	He slept			Bed
	Sleep!			He lives

LESSON THIRTY TWO

Exercise
Page 72

1. Translate the following into English:

2. Translate the following into Arabic:

- Sameera is a little girl
- She went to the door and opened it
- She left the room and went outside
- Sameera's mother came to her bed and did not see her there
- She then quickly went to the door, opened it and found Sameera there

Some grammatical definitions:

When the letter ت with a *Sukoon* is added to the end of the masculine فعل ماضي in the third person, the verb changes to the feminine gender in the third person e.g. ذهبتْ

Vocabulary:

	She remembered			She understood
	Quickly			Bed
	Bag			She was standing
	She forgot			She stood
	Milk			She never saw
	Lesson			She came
	She ran			

LESSON THIRTY THREE

Exercise
Page 74

1. Translate the following into Arabic:

- Khaalid hears the Adhaan and goes to the Masjid
- I am smelling a rose
- The cook is tasting the salt
- Zaid is intelligent
- He thinks before he speaks
- He speaks respectfully to his teacher
- Shaahid hears the siren and then leaves for school

2. Translate the following into English:

Vocabulary:

	I hear			I see
	I smell			I taste
	I speak			With what?
	I am thinking			I understand
	I see			Cook
	Apple			Fragrance
	With			Taste
	Salt			

LESSON THIRTY FOUR

Exercise
Page 76

1. Translate the following into Arabic:

    - Faatima hears the Adhaan and performs her salaah
    - Sa'eeda smells a rose and says, "The fragrance of the rose is terrific."
    - Zaynab is an intelligent girl
    - She thinks before she speaks
    - She speaks respectfully to her teacher

2. Translate the following into English:

Vocabulary:

	Intelligent			Speaks
	First			

LESSON THIRTY FIVE

Exercise
Page 78

1. Translate the following into English:

2. Translate the following into Arabic:

- Sa'eed said to Haamid, "Think before you speak and tell Mahmood that Sa'eed is calling him and that he should come and listen."
- This is a rose perfume. Smell it and tell me how it is.
- I tasted the food. It is delicious.

<u>Some grammatical definitions:</u>

When the **فعل ماضي** of a three letter verb is to be determined from the **مضارع** verb, it may be done by removing the signs by which the **مضارع** verb is recognised and then adding a Fatha to the first and third letters.

Vocabulary:

	I saw			I was happy
	Good			Rose
	To him			He is calling
	I tasted			Delicious
	He did			Rose perfume
	When			Plucked
	Say!			Good

LESSON THIRTY SIX

Page 80

Some Principles of Dictation

The long letter **ت** (**تاء مفتوحة**) is written:

1. at the end of verbs, regardless of whether the letter before it has a *Harkat* or a *Sukoon*, e.g.
2. at the end of verbs when the letter **ت** is amongst the root letters of the word, e.g.
3. at the end of plural feminine words that are not broken plurals (**جمع تكسير**) e.g.
4. at the end of singular nouns when the letter before does not have a Fatha e.g.

Vocabulary:

	I understand			He is calling/making du’aa
	I see			I am plucking
	I saw			I am visiting
	I am doing			He likes
	She is serving			He is teaching
	He spent the night			He is firm
	He is silent			He died
	Difference			Oil
	Now			Understand!
	Meaning			Sounds
	Birds			

LESSON THIRTY SEVEN

Exercise
Page 82

1. Translate the following into English:

2. Translate the following into Arabic:

- The teacher said to Na'eema, "Listen attentively to what is have to say."
- The little girl saw her mother and ran to her
- The mother was happy, picked her up and kissed her
- She then gave her a flower and said, "Take this and smell it."

Vocabulary:

	Sound			I plucked
	Smell!			She picked her up
	Qiraa'ah			Listen attentively
	She ran			She kissed her
	She gave her			

LESSON THIRTY EIGHT

Exercise
Page 84

1. Translate the following into Arabic:

- This is the school's janitor
- This is a pious man. He performs his salaah regularly and does his work truthfully and honestly
- He opens the classroom doors early in the morning, cleans them and then sounds the siren
- He locks the doors every evening
- He serves the school with sincerity each day and night

2. Translate the following into English:

Vocabulary:

	Is regular with			He Buys
	He Cleans			He Learns
	He Listens attentively			He Looks about
	Meat market			Vegetable market
	He Studies			He Makes wudhu
	He Recites Qur'aan			You are sleeping
	He performs salaah			You are returning
	Eats			In the morning
	In the evening			Greets with Salaam
	Fruit			Basket

LESSON THIRTY NINE

Exercise
Page 86

1. Translate the following into Arabic:

   - Aabid and Aarif are two brothers
   - They are both pious and intelligent boys
   - They leave home early in the morning, go to the Masjid and perform salaah in Jamaa'ah
   - They then sit respectfully and make Dhikr
   - They then return home after a while, have their breakfast and go to school

2. Translate the following into English:

Some grammatical definitions:

To convert the singular مضارع verb to the dual form, simply add the letters ان at the end.

Vocabulary:

	The two of them are making Dhikr			The two of them are rehearsing
	The two of them are studying			After a short while

LESSON FORTY

Exercise
Page 88

1. Translate the following into Arabic:

    - These are the students of the school
    - They come to school early in the morning and learn their lessons
    - They love their teachers
    - They do not go home, but stay in hostel
    - There they eat and sleep
    - They go home only in Ramadhaan

2. Translate the following into English:

<u>Some grammatical definitions:</u>

- To convert the singular مضارع verb to the plural form, simply add the letters ون at the end.
- To convert the singular مضارع verb to the singular speaker, simply add the letter ن to the beginning.

Vocabulary:

	They love			We are bathing
	They sleep			We are wearing
	Together			We visit them
	Clothing			Companions

LESSON FORTY ONE

Page 90

Some Principles of Dictation

1. If the *Hamzah Wasl* (همزة وصل) appears at the beginning of a sentence, it will be read and will receive a *Harkat*, e.g.

   However, if another word appears before it, it will not be read and will also receive a *Harkat*, e.g.

2. If the *Aliful Qat* (الف القطع) appears at the beginning of a sentence, the Fatha or Dhamma will appear with a Hamza (أ) at the top of the Alif, e.g. . If it has a Kasra, it will appear with a Hamza at the bottom (إ), e.g.

Vocabulary:

	She prepared			He is waiting
	She presented			They do not lie
	Tahajjud salaah			They do not dispute with each other

LESSON FORTY TWO

Exercise
Page 92

Translate the following into English:

Translate the following into Arabic:

- Khaalid played in the garden
- Mahmood learnt his lesson
- You washed your face
- I drank water
- The child slept
- The sparrow flew away
- The janitor opened the classrooms and cleaned them
- He then sounded the siren and sat in the office

Some grammatical definitions:

- When the **فعل ماضي** of a three letter verb is to be determined from the **مضارع** verb, it may be done by removing the signs by which the **مضارع** verb is recognised and then adding a Fatha to the first and third letters. The singular form of the masculine third person is derived in this way.

- To derive the singular second, masculine person form of the verb, add the letter (**تَ**) to the end of the word.

- To derive the singular speaker form of the verb, add the letter (**تُ**) to the end of the word, e.g.

Vocabulary:

	He asks			He washed his face
	He replies			What have you done?
	He slept			The sparrow flew away
	He cleaned			He sounded the siren
	Office			

LESSON FORTY THREE

Exercise
Page 94

1. Translate the following into English:

2. Translate the following into Arabic:

    - I have two brothers
    - He went to the marketplace today
    - They bought books and exercise books
    - Did you learn your lesson, Khaalid and Shaahid?
    - Yes, we learnt our lesson
    - We wrote it in our exercise books and understood it

Some grammatical definitions:

- When the letter ا is added to the end of the singular, masculine third person of the **فعل ماضي** verb, the verb becomes dual masculine third person, e.g.
- To convert the singular, feminine third person of the **فعل ماضي** verb into the dual feminine third person, add the letters **تُما** to the end, e.g.
- To form the speaker form of the **فعل ماضي** verb, simply add the letter **تُ** to the end, e.g. . Note that this form of the verb applied equally to masculine, feminine, singular, dual and plural.

LESSON FORTY FOUR

Exercise
Page 96

1. Translate the following into English:

2. Translate the following into Arabic:

   - The students sat in the classroom
   - The teachers entered the classrooms
   - The people boarded the train
   - We listened to the Jumu'ah Khutbah and performed the Jumu'ah salaah
   - Did you see the ocean, children?
   - Have you ever travelled by sea?
   - Have you ever seen an aeroplane?

<u>Some grammatical definitions:</u>

- To convert the singular, masculine third person of the **فعل ماضي** verb into the plural, add the letters وا to the end and add a Dhamma to the letter preceding the و , e.g.
- The ا at the end is not pronounced, even though it is written.
- To convert the singular, masculine second person of the **فعل ماضي** verb into the plural, add the letters تُم to the end, e.g.

Vocabulary:

	They boarded			We heard
	You travelled			Aeroplane
	Ocean			Ship

LESSON FORTY FIVE

Exercise
Page 98

1. Translate the following into Arabic:

   - Sa'eeda says, "I am a little girl. I am a student in the school. I read my lesson, learn it and then write it in my exercise book. My teacher likes me a lot and I like her as well. I sit before her with respect. I have a smaller sister. I play with her and do not hit her."

2. Translate the following into English:

Vocabulary:

	She greets with Salaam			She helps
	She plays			She likes
	I learn			I sleep early
	I do not hit her			

LESSON FORTY SIX

Exercise
Page 100

1. Translate the following into Arabic:

2. Translate the following into English:

   - Sa'eeda and Zaynab say, "We are students in the school. We read our lessons, learn them and then write them in our exercise books. Our teacher likes us a lot and we like her as well. We have a smaller sister. We play with her, do not hit her and we love her a great deal."

Some grammatical definitions:

When converting the present and future tense verbs from singular to dual, the procedure to be followed is to add the letters ان to the end of the singular verb. This applies equally to the verb with the second person as the doer as well as the verb with the third person as the doer.

Lesson Forty Seven

Exercise
Page 102,103

1. Translate the following into Arabic:

    - The teacher enters the classroom and says to the students, "Be quiet girls and sit in your places. Open your books, read the lesson and learn it. Then write it down in your exercise books."
    - "The lesson is now over. You may go home. Walk with respect and do not play on the roads. Greet your mothers with Salaam and then help them with the housework."

2. Complete the following sentences and then translate them into English:

3. Translate the following into English:

4. Translate the following into Arabic:

    - The mothers are rearing their children
    - The girls respect their teacher
    - What are you doing, girls?
    - We are learning our lesson and writing it down
    - We perform salaah, fast and serve our mothers
    - Those girls veil themselves and do good deeds

Some grammatical definitions:

- To form the plural feminine verb of the third person in the present and future tense, add the letter (نَ) to the singular masculine form of the verb also of the third person, e.g. .

- To form the plural feminine verb of the second person in the present and future tense, add the letter (نَ) to the singular masculine form of the verb also of the second person, e.g. .

Vocabulary:

	They are speaking			They are laughing
	About what?			They are rearing
	They are showing respect			We serve
	They veil themselves			They do good deeds

LESSON FORTY EIGHT

Page 105

Some Principles of Dictation

The following are the principles to be followed when writing the *Hamzah Mutawassita* (**همزة متوسطة**), which is the **الف القطع** that appears between a word:

1. If it follows the letter **ي** with a *Sukoon* on it, the Hamzah will be written above a little line, e.g. **هيئة**
2. If it follows the letter **و** with a Sukoon on it, the Hamzah will be written separately, e.g. **وضوءك**
3. If it follows the letter **ا** with a Sukoon on it, the Hamzah will again be written separately, e.g. **تفاءل**
4. If it follows a letter with a Harkat on it, the Hamzah will be written in the form that resembles the Harkat of the letter, i.e. it will be written as the letter **ا** when the preceding letter has a Fatha (**راى**), it will be written as the letter **ي** when the preceding letter has a Kasra (**بئر**) and it will be written as the letter **و** when the preceding letter has a Dhamma (**سؤل**).
5. If the **همزة متوسطة** has a Kasra beneath it, it will always be written as a **ي** , e.g. **مسائل**

LESSON FORTY NINE

Exercise
Page 107

1. Translate the following into English:

2. Translate the following into Arabic:

    - Faatima says to her mother, "Dear mother! Today is Friday. Did not go to school. I woke up early, performed salaah, recited Qur'aan and then prepared breakfast. My sister cleaned the room."
    - Where were you in the morning, Sa'eeda?
    - Why were you late?

Some grammatical definitions:

- To convert the singular, masculine third person of the **فعل ماضي** verb into the singular feminine third person, add the letter **تْ** to the end, e.g.
- To convert the singular, masculine third person of the **فعل ماضي** verb into the singular feminine second person, add the letter **تِ** to the end and add a Sukoon to the preceding letter, e.g.
- To convert the singular, masculine third person of the **فعل ماضي** verb into the singular speaker, add the letter **تُ** to the end, e.g.

Vocabulary:

	Newspaper			Plural of
	Why are you late?			I prepared
	Where were you?			She cleaned

LESSON FIFTY

Exercise
Page 109

1. Translate the following into English:

2. Convert the following verbs to their dual form:

Some grammatical definitions:

- To convert the singular فعل ماضي verb into the dual, simply add the letter ا to the end, e.g. Remember that the letter preceding this ا will always have Fatha.
- The dual feminine of the second person will, however receive the letters تُما at the end, e.g. In this case, masculine and feminine will be the same.

Vocabulary:

	They both cleaned			She washed
	She was happy			She is coming
	Convert			

LESSON FIFTY ONE

Exercise
Page 111, 112

1. Translate the following into Arabic:

    - The women gathered in the house and starting talking to each other
    - The girls returned home from school
    - They all drank milk and then helped their mother with the housework
    - They played for a little while and then learnt their lessons
    - Their mother called them and gave them advice
    - They listened attentively to the advice and said, "We will certainly practice upon the advice."

2. Complete the following sentences:

3. Translate the following into Arabic:

    - The girls entered the school and sat in the classroom
    - They told their teacher, "We have learnt our lesson and understand it well"
    - The girls left the house, played for awhile and them returned home
    - The ate their food and went to sleep

4. Translate the following into English:

<u>Some grammatical definitions:</u>

- To form the plural feminine verb of the third person in the past tense, add the letter (نَ) to the singular masculine form of the verb also of the third person, ensuring that the letter before it has a Sukoon e.g.

- To form the plural feminine verb of the second person in the past tense, add the letters تُنَّ to the singular masculine form of the verb also of the second person, e.g. .

- Note that plural feminine verb of the third person in the past tense is used only after a plural feminine noun of the third person, e.g. الطالبات ذهبن. However, if the verb appears before the noun, it will always be the singular feminine verb of the third person in the past tense, e.g. ذهبت الطالبات

Vocabulary:

	A short while			The gathered
	They nursed			They taught
	We believed			We fasted
	We perform Hajj			

LESSON FIFTY TWO

Exercise
Page 114

	Do not dispute			Always
	Do not break			Grass
	Do not pluck			Convert
	Dear son!			During the lesson
	Stroll			

LESSON FIFTY THREE

Page 116

Some Principles of Dictation

1. If a Hamzah with a Fatha (*Hamzah Maftooha*) is not followed by a letter of Madd (ا,و or ي), the *Hamzah Maftooha* will be written in the form that resembles the Harkat of the preceding letter, e.g. سَأَل, لُؤَى, فِئَة
2. If the letter preceding the *Hamzah Maftooha* is a proper (*Sahih*) letter and has a Sukoon, the *Hamzah Maftooha* will be written in the form of an Alif, e.g. يسأل
3. If the letter preceding the *Hamzah Maftooha* is a letter of Madd, one of the following will take place:

    - If both the letters before and after the *Hamzah Maftooha* are joined to it, the *Hamzah Maftooha* will be written upon a curve, e.g. ملجئان , مكافئات .
    - If the letters before and after the *Hamzah Maftooha* are not joined to it, the *Hamzah Maftooha* will be written as a separate Hamzah, e.g. جزءان , يقرءان

Vocabulary:

	She kissed				Sleep
	Necessary				Nurturing
	Until you understand				Group
	Settling of scores				Safe haven

LESSON FIFTY FOUR

Exercise
Page 118

1. Translate the following into Arabic:

- There are 10 men on the field
- There are 6 boys in the garden
- There are presently 9 students in the class
- There are 4 doors in the Masjid
- I have 3 brothers
- There are 4 janitors in the school
- There is 1 field in front of the school
- Mahmood has 5 sons
- I have 7 books in my hand
- There are 3 students absent today

Some grammatical definitions:

The following rules apply to the number and the items being counted up to ten:

- No number is used for one or two items. The singular word denotes one item and the dual word denotes two, e.g. كتاب and كتابان . However, a number may be used after these forms to emphasis the number, e.g. عندي كتاب واحد
- From 3 to 10, the item being counted will always appear in the plural, with the last letter having a Kasra, e.g. . Furthermore, if the item being counted is masculine, the number will be feminine, e.g.

LESSON FIFTY FIVE

Exercise
Page 120

1. Translate the following into Arabic:

- Here are 5 flowers
- There are 10 bicycles in the store
- There are 4 girls in the room
- Khaalid has three sisters
- His house has 6 rooms
- There are 7 aeroplanes at the airport
- There are 2 ships at the harbour
- There are only 10 tables at the restaurant
- There are only 8 hats at the shop
- That room has 4 windows

Some grammatical definitions:

- Although the singular word denotes one item and the dual word denotes two, a number may be used after these forms to emphasis the number, e.g. عندي ساعة واحدة. Note that the feminine number is used for the feminine item being counted and masculine numbers will be used for masculine items.
- From 3 to 10, the item being counted will always appear in the plural, with the last letter having a Kasra, e.g. . Furthermore, if the item being counted is feminine, the number will be masculine, e.g.

Vocabulary:

	Harbour			Bag
	Ship			Basket
	Hotel			Aunts (paternal)
	Only			Aunts (maternal)

LESSON FIFTY SIX

Exercise
Page 122

1. Translate the following into Arabic:

   - There are 11 passengers on the bus
   - There are 15 boys in the room
   - There are 20 boys on the field
   - Here are 18 books and 16 pens
   - There are 14 roads in this town
   - There are 12 houses in this street
   - I shall return after 19 days
   - Khaalid was ill for 17 days
   - This box weighs 13 kg

2. Write the following numbers in words:

<u>Some grammatical definitions:</u>

- As stated in the lesson, the numbers from 11 to 19 are always in pairs and the items counted are always in their singular form, with the last letter having a Fatha. This applies to all numbers until 99
- When the item counted is masculine, the numbers 11 and 12 are also masculine and when feminine, the numbers will be feminine as well, e.g. احد عشر كتابا . However, when the numbers range from 13 to 19, the number will be masculine when the item being counted is feminine and vice versa, e.g. ثلاثة عشر كتاباً
- The tens from 20 to 90 will remain the same regardless of the gender of the items being counted, e.g. عشرون كتابا and عشرون ساعةً .

Vocabulary:

	Passenger			Pillar

	Office			Employee
	Envelope			Money
	Soldier			Prison

LESSON FIFTY SEVEN

Exercise
Page 124

1. Translate the following into Arabic:

    - There are 16 trees in the garden
    - There are 11 flowers on that branch
    - There are 12 fowls in that house
    - There are 18 eggs in that basket
    - There are 16 Rupees in my pocket
    - Khaalid is 30 years old
    - This labourer works for 14 hours
    - I am present after 15 days
    - There are 19 rooms in this building

2. Write the following numbers in words:

Some grammatical definitions:

- As stated in the previous lesson, when the item counted is feminine, the numbers 11 and 12 are also feminine. However, when the numbers range from 13 to 19, the number will be masculine when the item being counted is feminine, e.g. **ثلاث عشر ساعة**
- Again, the tens from 20 to 90 will remain the same regardless of the gender of the items being counted, e.g. **عشرون كتابا** and **عشرون ساعة** .
- The Arabic term for the item being counted is the *Tameez* (**تميز**).

Vocabulary:

	Fowl			Egg
	Fish			Sack

	Plantation			Pigeon
	Piece			Cloth
	Gun			Forest